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ABSTRACT

To explore the previously neglected relationship between teacher transfer and job satisfaction, the authors of this case study divided 12 teachers from a single school district into 2 groups. Group one, consisting of eight teachers recently selected for transfer, was subsequently interviewed four times over the course of the first year after transfer. Group two, made up of four teachers transferred 1 to 4 years prior to the study, was interviewed only once. Using descriptive words and phrases from the teacher interviews, the authors compiled graphs to determine various levels and contributing factors of job satisfaction. Correlations of the two principal factors determining job satisfaction--teacher response to transfer (willing or unwilling) and prior experience in the subject area to be taught--reveal that, in general, a teacher's job satisfaction will rise following a transfer, though lack of prior experience in a new subject area may initially result in a low level of satisfaction. After offering a list of eight hypotheses relating response to experience, the authors conclude with a recommendation that further research replicate the study with a larger sample over a longer period of time. (JBM)

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TEACHER TRANSFER AND JOB SATISFACTION:

AN EXPLORATORY FIELD STUDY

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TEACHER TRANSFER AND JOB SATISFACTION:
AN EXPLORATORY FIELD STUDY

Abstract

The purposes of this field study were: (a) To assess the levels of job satisfaction of teachers when they are transferred within a school district from one position to another; (b) to investigate the factors which affect the changes in levels in job satisfaction when teachers are transferred; and (c) to develop hypothesis and formulate the outlines of a grounded theory concerning the relationship between the factors that affect teacher job satisfaction and the levels of job satisfaction following intradistrict transfer.

Twelve teachers from a school district in eastern Washington were the subjects in the study. The subjects were divided into two groups. Group I consisted of eight teachers who were interviewed at regular intervals during a seven month period following transfer. Group II consisted of four teachers who had been transferred from one to four years prior to the study. The teachers in Group II were interviewed once.

It was found that the most significant factor affecting the level of teacher job satisfaction immediately following intradistrict transfer is teacher response; that is, whether or not a teacher is willing to transfer. It was found that the most significant factor affecting the changes in levels of teacher job satisfaction is experience; that is, whether or not the teacher had ever taught in the same or similar position before. The study further showed that a teacher's job satisfaction, over a period of time, will rise after a transfer. The most significant factor affecting the rise in the level of teacher job satisfaction is familiarity; that is gaining knowledge about students, colleagues, and administrators.

TEACHER TRANSFER AND JOB SATISFACTION:

AN EXPLORATORY FIELD STUDY

Teacher transfer, job satisfaction, and the relationship between these are of importance to administrators who are concerned with staff morale and, at the same time, find it necessary to transfer teachers. Both growth and decline in enrollments in school districts often necessitate transfer of teachers from one position to another to effectively staff schools. When teachers are transferred from one position to another, there is considerable change in the nature of their work and in their work environments. It is therefore reasonable to expect job satisfaction will be affected by transfer.

Study Purposes

The purposes of this field study were threefold. The first purpose of the study was to assess the levels of teacher job satisfaction when teachers are transferred within a school district from one position to another. The second purpose was to investigate factors which affect the changes in levels of job satisfaction when teachers are transferred. The third and final purpose of the study was to develop hypotheses and formulate the outlines of a grounded theory concerning the relationship between the factors that affect teacher job satisfaction and the level of job satisfaction following intradistrict transfer. Two basic questions guided this inquiry. Does the level of job satisfaction of a transferred teacher change over a period of time? And secondly, what are the factors that affect the changes of level of job satisfaction when a teacher is transferred within a district?

Teacher Transfer and Job Satisfaction Literature

Transfer as discussed in the literature, and with respect to the present study, refers to a formal change of personnel from one position, office, department, or unit to another. Transfer is to be distinguished from reassignment which, for purposes of the study, means a change in assignment within the same office, department, division, or unit (Castetter, 1976).

Job satisfaction as discussed in the literature, and with respect to the present study, means an overall positive attitude toward one's job or position. Locke (1973) defines job satisfaction as "...the pleasureable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job goals."

Teacher Transfer

The literature regarding teacher transfer is meager and underdeveloped. However, several important issues have been discussed and are summarized as follows. Transfers can be initiated by school districts or by teachers for a variety of reasons (Becker, 1952; Castetter, 1976; Morphet, Johns, & Reller, 1967). School boards have the legal authority to make involuntary teacher transfers (Hoffman, 1972) while school superintendents have the responsibility of advising boards regarding transfers (Roach, 1957). Whether transfers are initiated by district or by teachers, personnel officers recommend a case-by-case decision process (Mones, 1958). Finally, transfer patterns and motivation of teachers for transfer likely differ between large metropolitan districts and smaller suburban or rural districts (Becker, 1952; Greenberg & McCall, 1973).

Teacher Job Satisfaction

In contrast to the literature concerning teacher job transfer, the literature regarding teacher job satisfaction is relatively abundant and well developed. In this brief review only literature germane to the present study will be discussed.

A seminal study of teacher job satisfaction is found in the work of Sergiovanni (1967). Following the theoretical perspective of Herzberg and his associates (Herzberg, Mausner, & Snydermann, 1959), Sergiovanni argues that teacher job satisfaction can be explained in terms of two sets of factors, satisfaction and dissatisfaction.

Sergiovanni found that the factors which contribute to job satisfaction are achievement, recognition, and responsibility. The absence of these factors does not necessarily produce job dissatisfaction. Job dissatisfaction, however, seems to stem from poor interpersonal relationships, incompetent and/or unfair administrative practices, and matters of personal life.

Consistent with Herzberg's findings, Sergiovanni concluded that high levels of job satisfaction are related to work-centered activities, and low levels of job satisfaction are related to the conditions of work and to problematic relationships with individuals in the work setting. Also consistent with Herzberg's research, Sergiovanni concluded that the elimination of dissatisfying factors does not necessarily result in job satisfaction. Additionally, he concluded that it is not likely that teachers can experience high levels of job satisfaction without eliminating or at least tempering dissatisfying factors.

In addition to Sergiovanni's work (1967), Savage (1967) conducted a study with a sample of teachers in Georgia employing Herzberg's theoretical

framework. Savage's findings generally support Herzberg's theory. Savage, however, concludes that for teachers, good interpersonal relations, especially with students, are motivational and, hence, belong in the satisfier category rather than in the dissatisfier category, as concluded by Sergiovanni. A study by Wickstrom (1971) supports the Savage finding that good interpersonal relations among teachers are motivational. In other respects, the Wickstrom study supports Herzberg's theory and Sergiovanni's conclusions.

Other studies employing varying research techniques were conducted by Johnson (1967), Oswalt (1967), and McGreal (1968). Johnson, employing a questionnaire regarding job attitudes and critical incidents, surveyed elementary and high school teachers. Oswalt used a questionnaire technique to assess job satisfaction of central office employees in 16 California school districts. McGreal developed a personnel survey which he administered to teachers in Illinois to identify organizational variables which affect levels of teacher job satisfaction. By providing confirmatory evidence and employing different research methodologies than used by either Herzberg or Sergiovanni, the studies of Johnson, Oswalt, and McGreal collectively add support to Herzberg's theory and Sergiovanni's findings.

Teacher Transfer and Teacher Job Satisfaction

Literature relating transfer and job satisfaction in general, and teacher transfer and teacher job satisfaction in particular is almost nonexistent. In spite of the dearth of literature some inferences can be made from existent literature and the literature specifically concerned with teacher job satisfaction and transfer.

It is reasonable to expect that job satisfaction and transfer are related in at least two ways. It can be inferred from the previous review of transfer and job satisfaction and concluded from some directly related research, that job satisfaction levels of transferred employees change due to transfer. On the other hand, it can be inferred from the previous review and concluded from directly related research that the desire of personnel directors to effect transfer and the willingness and/or motivation of employees to transfer depends on employee levels of job satisfaction.

Herzberg (1962), Sergiovanni (1967) and others have shown that qualities of the work and characteristics of the work environment are associated with an employee's level of job satisfaction. Hence, it can be expected that changes in work assignment and/or changes of work environment will result in changes in levels of job satisfaction. Consistent with this proposition, Mann (1973) argues that in employee transfer situations, if an employee views the new location as acceptable and the job as equally or more acceptable, that minimally, an employee's job satisfaction level will remain unchanged or, maximally, an employee's job satisfaction level will rise. Based upon the work of Herzberg, Sergiovanni, and others, the inverse of Mann's argument is likely true. This is to say in employee transfer situations, if an employee views the new location as not acceptable and the job as less acceptable, then an employee's job satisfaction level will fall.

Hage and Aiken (1970) argue that organizational morale is associated with the collective job satisfaction levels of employees. Assuming Hage's and Aiken's assertion is correct, then it can be expected that personnel officers will attempt to raise and stabilize organizational morale by judiciously using organizational transfer processes.

In their study of job satisfaction, Hage and Aiken found that employees with high levels of job satisfaction more readily accept change. Furthermore, Hage and Aiken found employees with low levels of job satisfaction to be considerably resistant to change. Since transfer must be considered to be a dramatic change in an employee's work, it seems reasonable to conclude that Hage and Aiken's findings would also apply to transfers.

Some support for the conclusion that employees with high levels of job satisfaction will more readily transfer than employees with low levels of job satisfaction is found in a study of relocation by Mann (1973). Mann found that, whereas a satisfied employee might not accept a transfer, a dissatisfied employee would surely reject the transfer if given the opportunity.

Becker (1952), and more recently Greenberg and McCall (1973), investigated transfer patterns of teachers in large metropolitan school districts. Both studies showed that in the districts investigated, teachers typically sought transfers from schools located in low socio-economic areas to schools in middle to high socio-economic neighborhoods. Although neither research report addresses the subject of job satisfaction directly, it can be inferred that the teachers sought transfers primarily to raise their levels of job satisfaction.

Although little is known with certainty about the relationship between employee transfer and job satisfaction, two implications can nonetheless be stated. It should be noted that neither of these implications are particularly new or surprising to school administrators. One implication is that both school administrators and teachers have opportunities to deal with problems of individual and collective job satisfaction through the transfer process. The second implication is that school administrators

may produce individual and collective job satisfaction problems through transfer.

Research Methodology and Design

As demonstrated above, the relationship between job satisfaction and transfer has been virtually unexplored. Furthermore, factors related to levels of job satisfaction following transfer have not been identified. Due to the absence of any substantive knowledge regarding job satisfaction relative to teacher transfer and consistent with the purpose of the present study to develop hypotheses and theoretical statements, the decision was made that an inductive approach would be an appropriate research strategy (Glasser & Strauss, 1967).

To achieve the goal of hypothesis development and theory generation, a single field method was selected. This method was in-depth interviewing. The interviews were designed to be open-ended but semi-structured by a set of questions used with each subject. Two categories of interview data were collected. One category involved data relative to levels of job satisfaction; the other category involved data relative to factors which affect levels of job satisfaction following transfer.

For comparative purposes, a two-group design was established. One group, designated as Group I, would be the primary focus of the investigation and would contain a group of teachers who had been selected to be transferred. The other group, designated as Group II, would be included for comparative purposes and would contain a group of teachers who had been transferred one to four years prior to the study.

In order to assess levels, and changes in levels, of job satisfaction and to explore factors related to levels of job satisfaction, each teacher in Group I would be interviewed prior to transfer and at designated intervals

following transfer. It was suspected that job satisfaction levels would change more during the first part of the school year than during the middle or latter part of the school year. Hence, it was decided to concentrate a majority of the interviews during the early part of the school year. Specifically for Group I, it was decided to conduct the first round of interviews in September prior to transfer; the second round of interviews in October, one month after transfer; the third round of interviews in December, four months after transfer; and the final set of interviews during the following March, seven months after transfer.

In order to assess the long term impact of transfer on levels of job satisfaction (beyond the seven month period of the Group I sample), each teacher in Group II would be interviewed only once. The decision was made to interview each member of Group II during the March round of interviews along with the teachers in Group I.

Sample Criteria and Selection

The five following criteria were established for selecting the group of teachers in the sample. First, about two-thirds of the teachers in the sample must have knowledge of their transfers, but must not have started working in their new positions. This group would constitute Group I. Second, about one-third of the teachers in the sample must have been transferred several years prior to the study. This group of teachers would constitute Group II. Third, the teachers must be transferring or have been transferred from one school to another in the same district. These teachers must not have been reassigned within the same school or be in the process of being reassigned. Fourth, the teachers must be transferring or have been transferred from and to a variety of grade levels. Fifth, the teachers must be willing to participate in the study. And, sixth, the teachers must be employed in the same school district.

Following the establishment of the sampling criteria, it was decided that a sample of about twelve teachers would be a sufficient number to achieve the purposes of the study and, at the same time, be a manageable number in terms of research time and costs. If twelve teachers were included in the sample, eight would be needed for Group I, and four would be needed for Group II.

A school district in the northwestern part of the United States was chosen for its size, incidence of transfers, and proximity to the researcher. The district had one high school, grades nine through twelve; one middle school, grades six through eight; and four elementary schools, grades kindergarden through five. At the time of the study, the district enrollment was approximately 2,300 and had been declining for five years. At the time the data was collected, there were 134 teachers employed in the district. The school district contained a university community, a farming community, and a small business community.

In order to gain permission to conduct the study in the district, the superintendent was contacted and the study was explained. After some consideration, permission was granted. The superintendent identified nine teachers in the district who were scheduled to be transferred for the next academic year, and also he provided information regarding the current position of each teacher and information concerning the transferred teacher's new position. Furthermore, a number of teachers who had been transferred from one to four years prior to the study were identified.

Upon reviewing the characteristics of each transfer, it was judged that the collection of nine teachers met or very closely met the criteria for sample selection. The superintendent, however, requested that one of the nine teachers, who was involved with a grievance against the district,

not be included in the study. The remaining eight teachers as a group very closely met the sample selection criteria. The decision was reached to include all eight of these teachers in Group I if they agreed to participate in the study.

During the initial round of interviews, it was discovered that one teacher in Group I was not transferred to a different school, but to a different grade level and subject area within the same school. According to the definitions employed in this study, this teacher must be considered a reassignment, not a transfer. This teacher, however, was kept in the study for comparative purposes and is included among the eight teachers in Group I.

Four teachers were selected to constitute Group II. These teachers were selected from among those teachers who were identified as having been transferred from one to four years prior to the study and who, as a group, met the sampling criteria.

Following the establishment of the sample of eight teachers in Group I and four teachers in Group II, each teacher was contacted and asked to participate in the study. All twelve teachers agreed to be participants. Table 1 contains a list of the teachers who were included in Groups I and II and also indicates each teacher's previous assignment, assignment after transfer, and whether the teacher or the district initiated the transfer.

Field Data Collection

After securing the agreement of the teachers in Group I and Group II to participate in the study, the systematic collection of interview data was initiated. The teachers were contacted and interviews were arranged. The interviews lasted from fifteen minutes to over an hour.

Positions of Teachers Included in Study

Teacher	Position Before Transfer	Position After Transfer	Initiator of request	Group
Mr. B.	Middle school on leave to business; prior assignment sixth grade	Half time middle school, half time high school	Teacher	1
Ms. B.	Sixth-eighth grade physical education	Sixth grade	Teacher	1
Mr. D.	High school English and social studies	Sixth-eighth grade language arts and social studies	District	1
Mr. H.	High school mathematics	Sixth-eighth grade mathematics, typing, science	District	1
Ms. H.	On sabbatical; prior assignment, fourth grade	Fourth-fifth grade combination class	Teacher	1
Ms. R.	Fourth grade	Fourth grade different school	District	1
Ms. S.	District-wide special education	Fifth grade	Teacher	1
Ms. Y.	District-wide English as a second language	Fifth grade	Teacher	1
Mr. A.	High school social studies	Sixth-eighth grade English and social studies	District	2
Ms. F.	Sixth-eighth grade Spanish	Third grade	District	2
Ms. K.	Fifth grade middle school	Fourth grade	District	2
Ms. M.	Sixth-eighth grade physical education	High school physical education	District	2

It should be noted that an attempt was made to schedule an interview with each member of Group I prior to transfer, that is in September before the beginning of the school term. However, this was not possible in several cases due to schedule conflicts. Hence, it was necessary to initially interview some members of Group I during the first week of the school term.

Each of the teachers in Group I was to be interviewed four times and each member of Group II was to be interviewed only once. In Group II, all four teachers were interviewed once as planned. In Group I, seven of the eight teachers were interviewed four times as planned, however one teacher was interviewed only three times. As noted previously, during the first set of interviews it was discovered that one teacher in Group I was reassigned rather than transferred. After gaining this information it was decided not to include this teacher in the study. Hence, the teacher was not scheduled for the second round of interviews. However, following the second round of interviews, it was decided to include the reassigned teacher for comparative purposes and the teacher was included in the final two rounds of interviews.

In all, 35 interviews were conducted. The interviews were tape recorded and later transcribed producing 546 pages of field notes and representing appoximately seventeen hours of interviews.

Data Analysis

In order to investigate the relationships between teacher transfer and job satisfaction, the field data were analyzed from several different perspectives. First, the data were analyzed for indications of different levels of job satisfaction, and secondly, the data were examined for factors associated with transfers which could be related to patterns of job satisfaction following transfer.

Measure of Job Satisfaction

In order to assess job satisfaction levels prior to and following transfer, the data were analyzed for descriptive words and phrases which the subjects used in interviews to describe their feelings about their work. A list of 40 descriptive words and short phrases was gleaned from the data. About half of these words and phrases were used by two or more subjects during different interviews; the other half of the list was mentioned by only one or two subjects.

To transform the descriptive words into a measure of level of job satisfaction, a convenient sample of 30 teachers in the district where the study was conducted were each asked to sort the words into three categories representing descriptors of high, intermediate, and low levels of job satisfaction. Upon completion of this task, the teachers were then asked to further subdivide the high and low level descriptors into two categories each. The two high level job satisfaction descriptors categories were designated +2 and +1 respectively. The intermediate level job satisfaction descriptive category was designated 0 and the two lower levels of job satisfaction descriptor categories as -1 and -2 respectively.

Table 2 shows the placement of the job satisfaction descriptors in the five categories of job satisfaction levels. For the purposes of the present study, each of the preceding categories is related to a level of job satisfaction. The larger the integer associated with the category, the higher the level of job satisfaction; the smaller the integer, the lower the level of job satisfaction.

Each interview for each subject was then analyzed and the appearance of these words was counted. When the majority of the descriptors used by a teacher fell into one of the categories, the teacher's level of job

Table 2

Job Satisfaction Levels and Descriptors

Levels	Descriptors
+2	best, excellent, excited, great, impressed, love, super, thrilled
+1	better, comfortable, enjoy, happy, neat, positive, professional, supportive
0	adequate, familiar, little better, mellowed, nice, qualified, realistic, same
-1	dilution, discipline, ironic, more work, noisy, uncomfortable
-2	abomination, anger, fools, fragmented, frustrated, guilt, jerk, lousy, mundane, negative

satisfaction was graphed at that point for the interview. Each of the interviews was examined and the job satisfcation level was determined by the above procedure. A graph for each subject was constructed with the interview number designated on the horizontal axis and the job satisfaction levels indicated on the vertical axis. On each subject's graph, job satisfaction levels were plotted with respect to each interview. The plotted points were then connected with straight lines forming a graph. These graphs are referred to as Job Satisfaction Curves (JSCs). Graphs displaying Job Satisfaction Curves are presented in Table 3 for each subject.

Guided by the field data, the Job Satisfaction Curves collectively and individually were analyzed for the factors which were related to the patterns of the curves.

Factors Related to Patterns of Job Satisfaction Curves of Group I Subjects

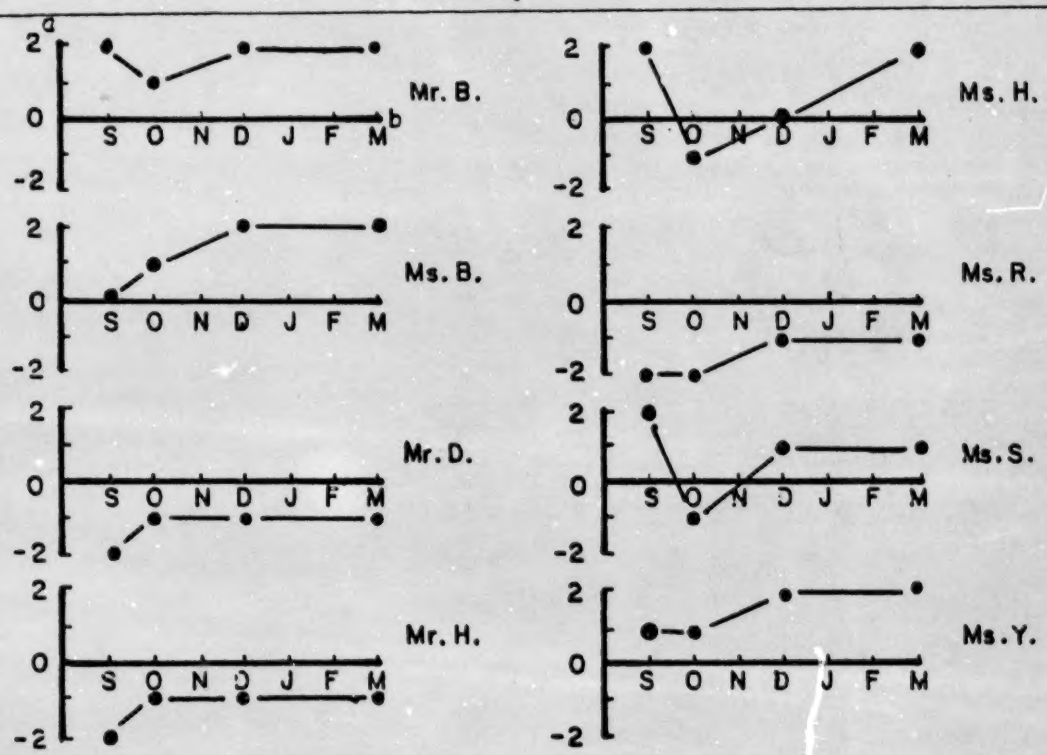
From Table 3 it is clear that the levels of job satisfaction for the subjects in Group I changed during the period following the transfer. An examination of the JSCs for the Group I subjects revealed that collectively the JSCs can be categorized by three characteristics. One characteristic is the general level of the JSCs. Some of the JSCs are relatively high with respect to job satisfaction; whereas, other JSCs are relatively low. The second characteristic of the JSCs is their general shape. Some of the JSCs are v-shaped; whereas, others are non-v-shaped. The third characteristic of the JSCs is their general angle. All of the JSCs tend to rise with time. However, some JSCs begin to rise sooner than others.

With respect to the JSCs, three related questions emerge which are important to address. These are: (a) What are the factors which account

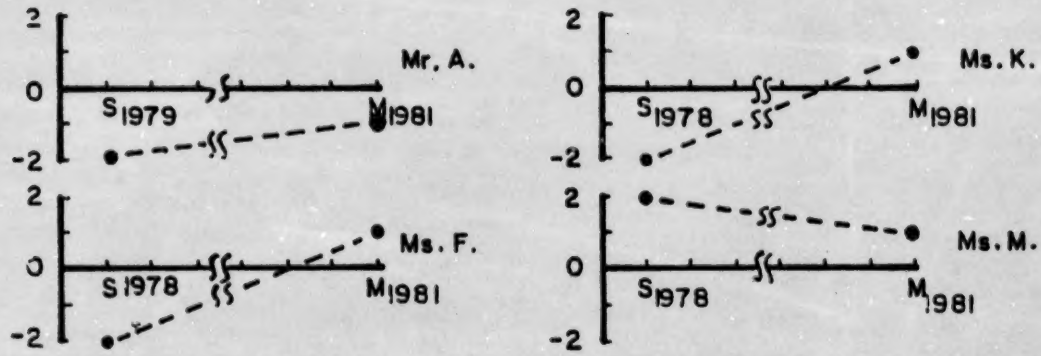
Table 3

Job Satisfaction Curves

Group I



Group II



[a]Ordinate: numbers refer to job satisfaction levels.

[b]Abscissa: letters refer to months of the year beginning in September.

for the levels of the JSCs among the subjects? (b) What are the factors which account for the shapes of the JSCS? (c) What are the factors which account for the angle of the JSCs? In order to respond to these questions a 2 x 2 matrix was be constructed. One axis of the matrix is concerned with relative levels of JSCs. The other axis of the matrix involves the general shape of the JSCs. (Because the angles of the JSCs are all similar, this characteristic is not included in the matrix.) For purposes of analysis, JSC levels are dicotomized as either relatively high or relatively low. Similarly, the general shape of the JSCs are docotomized as v-shaped or non-v-shaped.

Employing the 2x2 matrix discussed above, the JSCs of the Group I subjects were placed in the appropriate cells. Table 4 displays the placement of each JSC in the matrix.

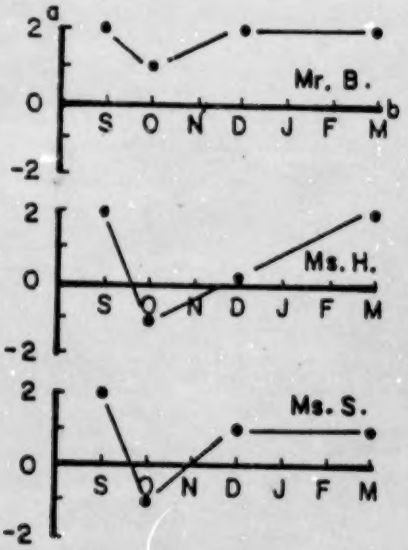
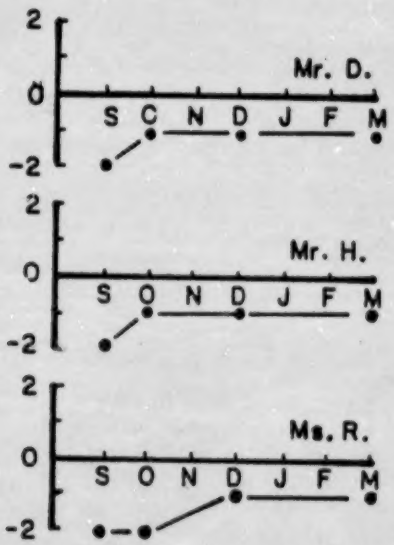
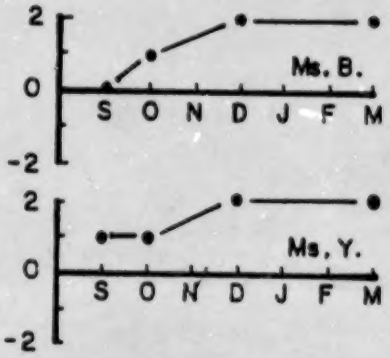
Following the placement of the JSCs in the categories indicated in the matrix, the field data were analyzed to reveal the presence or absence of factors which would sytematically account for the various categories of JSCs.

Shape of Job Satisfaction Curves. When the Group I field data are examined for factors which account for the shapes of the JSCs (regardless of level or angle), one factors stands out as particulaly important. This factor is experience. Those teachers who had no prior experience with respect to their new positions have v-shaped JSCs. In contrast, those teachers who had prior experience with regard to their new positions do not have v-shaped JSCs.

All of the teachers with v-shaped JSCs experienced a transfer to a position for which they had no prior experience. Ms. S. was transferred from a district-wide special education program to a self-contained fifth grade to classroom; Ms. H was transferred from teaching a single grade

Table 4

Placement of Job Satisfaction Curves (JSC) in Matrix

Shape of JSC	Level of JSC: Low	Level of JSC: High
V-shaped	(None in sample)	
Non-V-shaped		

[a]Ordinate: numbers refer to job satisfaction levels.

[b]Abscissa: letters refer to months of the year beginning in September.

to a combination classroom; and Mr. B was transferred from middle school to high school.

The v-shaped character of the JSCs is related to the absence of experience in the following way. After being informed of transfers, yet before experiencing their transfers, all three teachers expressed enthusiasm for their new assignments. For example, Ms. S stated:

> I asked to be transferred . . . . I will get to teach science, and I will get to teach social studies which I haven't been able to do in the resource room. I get to do all the kinds of things that regular teachers and regular kids get to do in a classroom as a group.

After being notified of their transfers, yet before they had actually experienced their transfers, the job satisfaction levels for all three teachers were relatively high. However, after being in their new positions for about a month, these same teachers experienced serious frustrations with their new positions due to the lack of experience. A comment by Ms. H is illustrative:

> The work load is quite a bit heavier in the combination. . . I felt a little bit hassled at the beginning just because instead of one grade you are running off material for two . . . I found that the first few weeks I was absolutely and totally frustrated with this combination class . . . There is no way that I could meet all their needs because I'm not available to them for half of the time.

After about a month in their new positions, the job satisfaction levels for all three were relatively low. During and following the first month in their new positions, the teachers gradually gained experience. As experience was gained, job satisfaction levels for all three teachers rose. For example, after four months in her new position, Ms. H. stated:

> I think I'm more realistic about what I can do and cannot do and what time will permit . . . . Things are starting to settle in . . . . I'm finding more time to get things organized and ready . . . . The more I'm with it, the more things I'm trying in classroom organization and it's all starting to fall into place.

Mr. B and Ms. S. expressed similar feelings in the interviews which took place four months after they were in their new positions.

Thus, the v-shaped JSC can be explained by the lack of experience. Initial enthusiasm was reduced as the teachers realized they did not have the necessary experience to conduct their classes effectively. As the teachers gained experience in preparation and organization of new materials for instruction, their JSCs rose.

Five of the six teachers with non-v-shaped JSCs experienced transfers to positions in which they had had prior experience. The non-v-shaped character of the JSC is related to the presence of experience in the following way. While enthusiasm for the transfers differed among the teachers with non-v-shaped JSCs, all of these teachers had previously served in positions similar to the ones to which they had been transferred. Hence, the JSCs of these five teachers did not dip after the first few weeks in their new positions. For example, after about a month in her new position, Ms. R stated:

> I'm of course totally comfortable with the building since I've taught here before . . . . I know where everything is, nothing has changed that much . . . . The staff is pretty much the same . . . . It's mainly the same as when I was here before.

Similar to the above statement, all five of the teachers with non-v-shaped JSCs made a variety of statements during the sequence of interviews indicating that their experience was essential in aiding them in effectively meeting teaching demands.

As noted previously, five of the six teachers with non-v-shaped JSCs had prior experience in the positions to which they were transferred. The one exception to this pattern is Ms. B. who has a non-v-shaped JSC, but who did not have prior experience in her new position. As discussed earlier, Ms. B. was reassinged rather than transferred. This is to say, she was

given a new assignment in the same school rather than being transferred to a different school. Because she had spent many years at the same school, she was very familiar with many aspects of it. She was familiar with the methods of instruction associated with self-contained classrooms, and she had had experience in working with the student age group which she encountered in her reassignment. Although it may have been expected that Ms. B's JSC should have been v-shaped, it can be concluded that her experience in the same school was sufficient for her to know and be able to respond to the demands of her new position. Hence, Ms. B's JSC was non-v-shaped rather than v-shaped. Notwithstanding the exception of Ms. B., the conclusion remains that the JSCs of teacher with prior or similar experience have non-v-shaped JSCs.

Levels of Job Satisfaction Curves. When the Group I field data are examined for factors which account for the levels of the JSCs (regardless of shape or angle), one factor stands out as particularly important. This factor is teacher response to transfer. Some teachers responded favorably to their transfers; these teachers willingly accepted their transfers. Other teachers, however, responded unfavorably to their transfers; these teachers accepted their transfers unwillingly. Of the eight teachers in Group I, five had high level JSCs and three had low level JSCs. All five of the teachers with high level JSCs responded favorably to their transfers; whereas, the three teachers with low level JSCs responded unfavorably to their transfers.

The teachers with relatively high level JSCs include Ms. Y., Ms. B., Ms. S., Ms. H., and Mr. B. As noted above, each of these teachers responded favorably to their transfers. Prior to transfer, each of these teachers expressed a willingness to be transferred. A statement made by Ms. H. illustrates the typical response which these teachers had to their transfers.

After being notified of her transfer, Ms. H. stated:

> I see only the positive . . . . I will be working with a principal that I know, I will be in a school I've been in before, and the combination class will be a challenge . . . . I'm going in completely rested from a year on sabbatical and I'm looking forward to it.

The teachers with relatively low level JSCs include Mr. D., Mr. H., and Ms. R. These three teachers responded unfavorably to their transfers. A statement made by Mr. D. will illustrate the typical responses these teachers had to their transfers after receiving transfer notification:

> Maybe other people fit the same criteria, and since I had not been directly ordered to go, I was anxious to search for any possibility that would maintain my appointment at the high school . . . . Maybe another teacher could have gone to the junior high . . . . Seniority is an important factor in seeing which one goes, and I had the feeling that it was not, in this case, even considered . . . . I don't think that I was given consideration, you might say, before they made the decision.

An analysis of the data reveals that a teacher's response to transfer is related to opportunities for personal goal fulfillment associated with the new position. If a teacher viewed the transfer as providing possibilities for goal fulfillment, then the teacher responded favorably to the transfer. On the other hand, if a teacher viewed the transfer as providing constraints on personal goal fulfillment, then a teacher responded unfavorably to the transfer.

All of the teachers with high level JSCs responded favorably to their transfers and viewed their transfers as providing for personal goal fulfillment. An example will be illustrative. Ms. Y. was transferred from a district-wide specialist position to a fifth grade classroom assignment. Ms. Y. indicated that her district specialist assignment, though interesting and challenging, involved a considerable amount of work beyond the normal school day. Furthermore, Ms. Y. indicated that the

reduced work load in her new position would allow her to fulfill her goal of graduate study.

The three teachers with low level JSCs responded unwillingly to their transfers and viewed their transfers as providing constraints on personal goal fulfillment. For example, Mr. H. responded to his transfer with the following remark:

> I'd rather be at the high school because you're working with higher level material; the subject matter down here doesn't challenge me like the high school curriculum does.

Mr. H.'s remark indicates that his goal of being involved with more complex and higher level subject matter would be constrained following his transfer.

Angles of Job Satisfaction Curves. As noted earlier in the analysis, a general pattern observable in the JSCs is that they tend to rise with time; i.e., as the school year progressed. This typical pattern of the JSCs is referred to as the general angle. When the Group I field data are examined for factors related to the general angles of the JSCs (regardless of shape or level), a single factor stands out as important. This factor is familiarity. Familiarity is related to getting to know students, teachers, and administrators. Over the course of the interviews, the JSCs of all the teachers tended to rise, and at the same time the teachers indicated that they were becoming more comfortable in their new positions as they became familiar with their students, colleagues and school administrators.

Although the JSCs of all eight teachers tended to rise during the school year, it is important to recognize that the JSCs of the three teachers who were tranferred to positions to which they had no experience fell for a period before rising. As discussed in the section regarding shapes of the JSCs, the JSCs of these three teachers fell during the first month of their new positions, due to lack of experience, but rose

after the first month. The interview data of these three teachers indicate that the relatively delayed rise in their JSCs was not only due to gaining experience (as discussed in the section on shapes of the JSCs), but also due to becoming familiar with their students, colleagues, and school principals. Hence, the conclusion stands that the general rise in JSCs is related to familiarity with students and staff.

Analysis and Implication of Group II Data

Four teachers were included in Group II. Each of the teachers in this group had been transferred from one to two years prior to the study. Since the interviews of the teachers in Group I only spanned a period of seven months, the set of teachers in Group II was included in order to investigate the long term impact of transfer on job satisfaction levels. The data from the teachers in Group II can also be used to test the long term predictive character of the analytic framework.

The job satisfaction levels for each of the teachers in Group II, initially and at the time of the study, are shown in Table 3. In each of the job satisfaction graphs for the teachers in Group II shown in Table 3, dashed lines are drawn between the two points representing the initial and long term job satisfaction levels. Since the interviews only focused on initial and long term job satisfaction levels, no statements can be made regarding the specific shapes of the resulting long term JSCs.

Ms. M., a teacher in Group II, was transferred from a middle school position to a high school position two years prior to the study. Ms. M. responsed positively to her transfer. Additionally, she had no prior experience in the position to which she was transferred.

The situation of Ms. M. is similiar to those of Mr. B., Ms. H., and Ms. S. who responded to their transfers willingly and who had no prior experience in the positions to which they were transferred. Since Ms. M.'s

job satisfaction level remained relatively high two years after transfer, it can be expected that the job satisfaction levels of Mr. B., Ms. H., and Ms. S., will remain relatively high for a relatively long time, assuming they are not transferred. Furthermore, since the factor of experience and response accurately predicts Ms. M.'s long term job satisfaction level, Ms. M.'s case lends support to the predictive character of the analytic framework.

Mr. A., another member in Group II, was transferred from a high school position to a middle school position one year prior to the study. When transferred, Mr. A. responded unwillingly to the transfer. Furthermore, he had some experience in the position to which he was transferred. One year after his transfer, Mr. A.'s job satisfaction was low.

Mr. A.'s case is similar to those of Mr. D., Mr. H., and Ms. R., who responded unwillingly to their transfers and who had prior experience in the positions to which they were transferred. Since Mr. A.'s job satisfaction level was low one year after transfer, it can be expected that the job satisfaction levels of Mr. D., Mr. H., and Ms. R. will remain low for an extended period of time, assuming they are not transferred. Additionally, since the factors of experience and response accurately predict the long term satisfaction levels of Mr. A., the situation of Mr. A. adds support to the predictive quality of the analytic framework.

The situation of the two remaining teachers, Ms. F. and Ms. K., in Group II are not consistent with the conclusions reached in the first part of this section. Ms. F. and Ms. K., two years prior to the study, were transferred from middle school positions to elementary school positions. When these teachers were transferred, both responded unwillingly to their transfers. Both teachers had had prior experience as elementary school

teachers. At the time of the study, the job satisfaction level of both Ms. F. and Ms. K. was relatively high.

The inital conditions of transfer for Ms. F. and Ms. K. are similar to Mr. D., Mr. H., and Ms. R. in Group I and Mr. A. in Group II; i.e., all these teachers responded unwillingly to their transfers and had had prior experience in the posistions to which they were transferred. However, the job satisfaction levels of Ms. F. and Ms. K. rose to a relatively high level after an extended time following transfer; whereas, the job satisfaction level of Mr. A. remained at a relatively low level. The discrepancy between the long term job satisfaction levels of Ms. F. and Ms. K as compared to Mr. A. raises questions with respect to the predictive ability of the analysis regarding the effects of transfer in terms of experience and response on long term satisfaction. Further research will be need to resolve the problem of long-term predictive ability of the analytic framework.

Conclusions

As noted previously, an important purpose of this study was to develop hypotheses and formulate a grounded theory concerning the factors which affect teacher job satisfaction following an intra-district transfer. The following general hypotheses result from the data analysis and the specific conclusions of the study.

(a) Regardless of experience, if a teacher responds willingly to a transfer, then the teacher's job satisfaction level will tend to be high following the transfer.

(b) Regardless of experience, if a teacher responds unwillingly to a transfer, then the teacher's job satisfaction level will tend to be low following the transfer.

(c) Regardless of experience or response, if a teacher is transferred, then the teacher's job satisfaction level will rise following the transfer.

(d) Regardless of response, if a teacher has had prior experience in the position to which he/she is transferred, then the teacher's job satisfaction level will tend to rise following transfer.

(e) Regardless of response, if a teacher has had no prior experience in a position to which he/she is transferred, then the teacher's job satisfaction levels will tend to fall following the transfer and then rise to a level close to the initial level.

(f) If a teacher responds willingly and has had prior experience, then the teacher's job satisfaction level will tend to be and remain high.

(g) If a teacher responds unwillingly and has had prior experience, then the teacher's job satisfaction level will be and remain low.

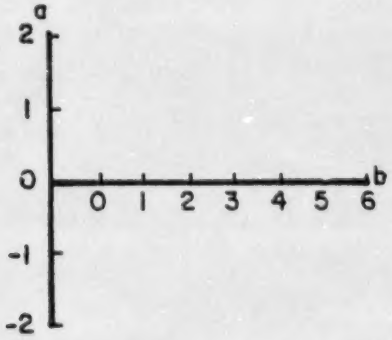
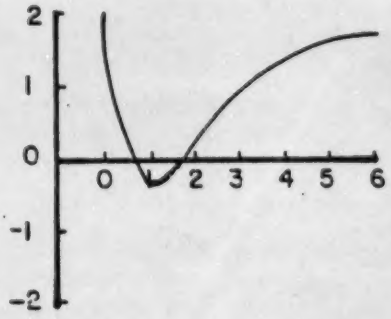
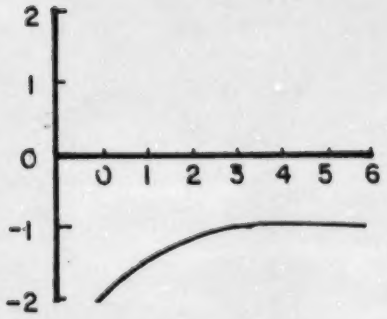
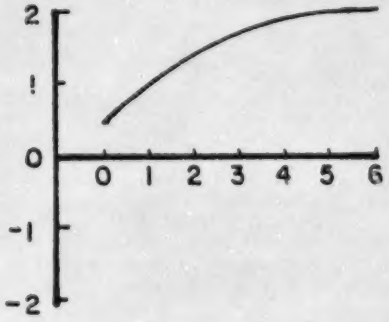
(h) If a teacher responds willingly and has not had prior experience, then the teacher's job satisfaction level will tend to begin high, drop sharply, and then rise to a high level.

In addition to generating hypotheses, another important purpose of the study was to formulate a grounded theory relating factors associated with teacher transfer and job satisfaction. The preceding hypotheses can be integrated into a theoretical framework by displaying the relationship of the various factors and levels of job satisfaction in a 2x2 matrix. If one axis is labeled Response to Transfer, and the other axis is labeled Experience Prior to Transfer, then the characteristic patterns of levels of job satisfaction following transfer can be categorized. Based on the hypotheses stated above, Table 5 displays predicted patterns of job satisfaction levels under various conditions of transfer. Translating the eight hypotheses into a theoretical framework produces a grounded theory relative to teacher transfer and job satisfaction.

Before moving on to considering the recommendations which spring from this study, it is important to recognize that no teachers were included in the sample who responded unwillingly to their transfers and who had

Table 5

Relationship of Factors to Patterns of Job Satisfaction

Experience Prior to Transfer	Response to Transfer	
	Unwilling	Willing
No experience		
Experience		

[a]Ordinate: numbers refer to levels of job satisfaction.

[b]Abscissa: numbers refer to months following transfer.

had no prior experience. Table 5 reflects this absence and hence contains an empty cell.

The empty cell might be explained in one of several ways. The simplest way is to argue that the research design and/or the sampling criteria were inappropriate. Had the design called for more subjects, then there would have been a greater probability that some subjects would have been in this cell. Furthermore, had the sampling criteria recognized the importance of teacher response and experience, a district could have been selected which included some transferred teachers who would have been placed in the unwilling response - no prior experience cell.

A second, and somewhat more speculative way of explaining the absence of subjects in the empty cell, is to argue that such subjects do not, or only rarely, exist. Based upon the previous analysis, for subjects to be placed in the unwilling response - no prior experience cell, they would have had to respond to their transfers unwillingly and would have had no experience in the positions to which they were transferred. Although it is not reasonable to expect school administrators to view the relationship between teacher transfer and job satisfaction as presented in the preceding analysis, it is reasonable to expect school administrators to be sensitive to potentially problematic situations. A transfer involving a teacher who had had no prior experience and who was unwilling to be transferred, has the characteristics of a rather serious administrative problem. Transferring an unwilling teacher to a position for which the teacher has had no prior experience could very likely lead to undesirable classroom situations for children and unwanted parent responses. In order to avoid such situations, it seems reasonable to expect that school administrators

would not, or only rarely, transfer unwilling teachers to positions in which they have had no experience. If the foregoing argument holds any validity, then it can be expected that the unwilling response - no prior experience cell in Table 5 will remain virtually empty regardless of the nature of the research design and/or the elements in the sampling criteria.

Administrative Practice and Further Research

Assuming that job satisfaction of teachers collectively and individually is of relatively high importance to administrators, then when transfer becomes necessary in a school district, the following recommendations can be made.

When possible, it is important to allow teachers to initiate transfer requests because teacher initiated transfer lead to a willing response which is related to a relatively high level of job satisfaction following transfer. However, before making decisions on transfers inititated by teachers, administrators should examine the motives for the transfer requests. If motives are judged to be inconsistent with organizational purposes, then admininstrators may want to deny the requests for transfer.

When it becomes necessary for a district to initiate transfers, it is useful for the administrator to examine teacher's response to these requests. Some will respond willingly and others will respond unwillingly. When a district initiates requests, administrators should avoid transferring teachers who respond unwillingly, particularly those who have had no prior experience in the positions to which they will be transferred.

Further research should be composed of at least two sequential steps. The first step should be to replicate the study with a larger sample over a longer period of time and include a group of nontransferred teachers

for comparative purposes. This step would add evidence to support and/or modify the hypotheses and associated grounded theory. Furthermore, such a study would allow for possible inclusion of teachers who responded unwillingly to their transfers and who had had no prior experience in the positions to which they were transferred. Additionally, an expanded relication would likely produce data which would aid in resolving the predictive problems in the theoretical framework.

Following a replication, a second step should test the theory for generalizability. The theoretical framework should be transformed into a survey instrument and then administered to a large sample of transferred teachers at regular intervals for an extended period of time following transfers. In terms of problems involved with the identification of a population and instrument administration, the study would most easily be conducted in one or more relatively large school districts.

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